



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 10561233
SAU: Ellsworth School Department
School: General Bryant E Moore School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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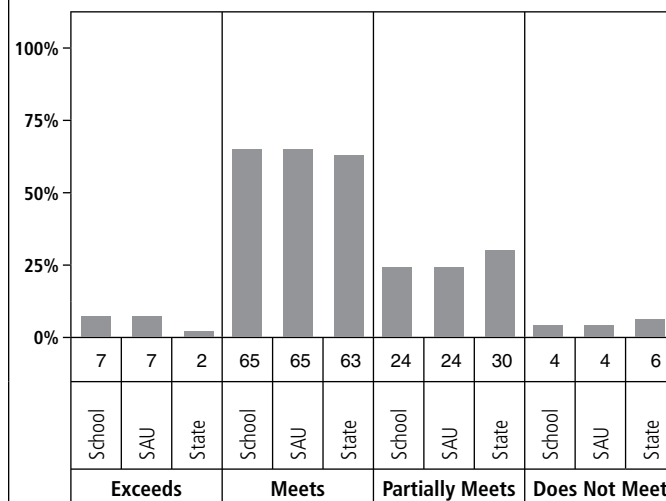
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Ellsworth School Department
School: General Bryant E Moore School

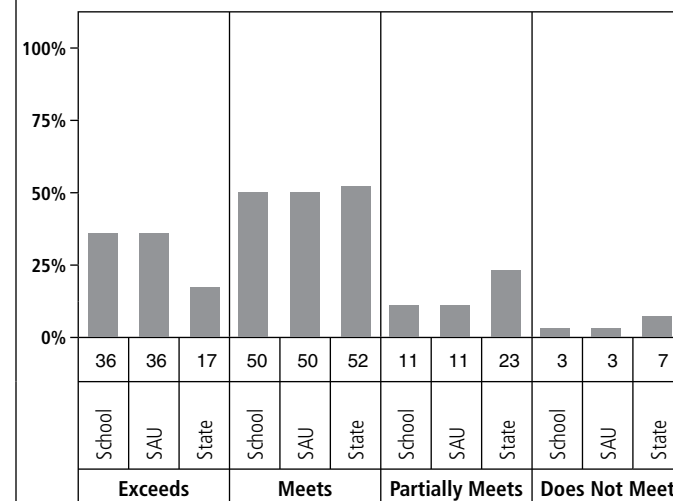
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	343	343	345
2007–2008	345	345	344
2008–2009	347	347	345
Cum. Avg.*	345	345	345
Mathematics			
2006–2007	345	345	347
2007–2008	350	350	347
2008–2009	356	356	348
Cum. Avg.*	350	350	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Ellsworth School Department
School: General Bryant E Moore School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	73	100	73	100	13763	100	73	100	73	100	13691	100	73	100	73	100	13691	100						
Ethnicity African American/Black	1	1	1	1	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	1	1	1	1	102	1	1	100	1	100	101	100	1	100	1	100	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	71	97	71	97	12846	93	71	100	71	100	12788	100	71	100	71	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	10	7	10	2414	18	7	100	7	100	2388	100	7	100	7	100	2388	100						
Current LEP	1	1	1	1	420	3	1	100	1	100	413	98	1	100	1	100	417	99						
Economically disadvantaged	25	34	25	34	5887	43	25	100	25	100	5847	100	25	100	25	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	66	90	66	90	10316	75	67	92	67	92	10355	75						
Identified disability (PET/IEP)	2	3	2	3	437	4	2	3	2	3	445	4						
LEP	1	2	1	2	192	2	1	1	1	1	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	6	8	6	8	3179	23	5	7	5	7	3152	23						
Identified disability (PET/IEP)	4	67	4	67	1757	55	4	80	4	80	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	2	33	2	33	1192	37	1	20	1	20	1157	37						
Participation through alternate assessment (PAAP)	1	1	1	1	194	1	1	1	1	1	184	1						
Identified disability (PET/IEP)	1	100	1	100	194	100	1	100	1	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Ellsworth School Department
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	5	7	5	7	262	2
	Cum. Total*	5	3	5	3	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	38	55	37	55	8691	63
	2007-2008	41	71	41	71	8403	62
	2008-2009	47	65	47	65	8500	63
	Cum. Total*	126	63	125	63	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	29	42	28	42	3781	27
	2007-2008	15	26	15	26	4018	30
	2008-2009	17	24	17	24	3985	30
	Cum. Total*	61	31	60	30	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	2	3	2	3	1021	7
	2007-2008	2	3	2	3	938	7
	2008-2009	3	4	3	4	748	6
	Cum. Total*	7	4	7	4	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	30.0	65.2	30.0	65.2	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	21.1	65.9	21.1	65.9	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.8	62.9	8.8	62.9	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	72	5	7	47	65	17	24	3	4	347	72	7	65	24	4	347	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	1										1						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	70	5	7	45	64	17	24	3	4	347	70	7	64	24	4	347	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	4	67	2	33	334	6	0	0	67	33	334	2194	0	32	50	18	338
No	66	5	8	47	71	13	20	1	2	348	66	8	71	20	2	348	11301	2	69	26	3	346
Current LEP																						
Yes	1										1						406	0	39	41	20	339
No	71	5	7	46	65	17	24	3	4	347	71	7	65	24	4	347	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	25	0	0	14	56	9	36	2	8	342	25	0	56	36	8	342	5721	1	52	39	9	342
No	47	5	11	33	70	8	17	1	2	350	47	11	70	17	2	350	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	72	5	7	47	65	17	24	3	4	347	72	7	65	24	4	347	13489	2	63	30	6	345
Gender																						
Female	35	4	11	26	74	5	14	0	0	351	35	11	74	14	0	351	6568	3	67	26	4	346
Male	37	1	3	21	57	12	32	3	8	343	37	3	57	32	8	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	0	0	9	41	11	50	2	9	341	22	0	41	50	9	341	2300	0	39	49	11	340
No	50	5	10	38	76	6	12	1	2	350	50	10	76	12	2	350	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	72	5	7	47	65	17	24	3	4	347	72	7	65	24	4	347	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	344	1	0	100	0	0	344	5	1	44	39	16	340
B. less than one hour	90	5	8	44	70	12	19	2	3	348	90	8	70	19	3	348	80	2	66	28	4	345
C. one to two hours	9	0	0	0	0	5	83	1	17	336	9	0	0	83	17	336	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	41	4	14	21	72	3	10	1	3	350	41	14	72	10	3	350	47	3	68	24	4	346
B. good	49	1	3	21	62	10	29	2	6	345	49	3	62	29	6	345	41	1	62	31	5	344
C. fair	9	0	0	2	33	4	67	0	0	342	9	0	33	67	0	342	9	0	51	41	8	342
D. poor	1	0	0	1	100	0	0	0	0	344	1	0	100	0	0	344	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	5	19	12	46	8	31	1	4	349	37	19	46	31	4	349	31	3	63	28	6	345
B. They match some of what I have learned.	47	0	0	26	79	6	18	1	3	347	47	0	79	18	3	347	49	2	68	26	3	345
C. They match just a little of what I have learned.	14	0	0	6	60	3	30	1	10	342	14	0	60	30	10	342	14	1	53	39	7	342
D. There is no match.	1	0	0	1	100	0	0	0	0	346	1	0	100	0	0	346	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	4	44	4	44	1	11	341	13	0	44	44	11	341	18	1	50	38	11	342
B. about the same as my regular schoolwork	51	5	14	26	70	6	16	0	0	350	51	14	70	16	0	350	57	2	68	26	3	346
C. easier than my regular schoolwork	36	0	0	17	65	7	27	2	8	345	36	0	65	27	8	345	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	13	0	0	2	22	6	67	1	11	338	13	0	22	67	11	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	49	1	3	29	83	4	11	1	3	347	49	3	83	11	3	347	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	39	4	14	16	57	7	25	1	4	350	39	14	57	25	4	350	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	31	2	9	14	64	4	18	2	9	348	31	9	64	18	9	348	22	3	67	25	4	346
B. 20 minutes to an hour	36	3	12	18	69	4	15	1	4	349	36	12	69	15	4	349	46	2	68	26	4	346
C. less than 20 minutes	24	0	0	10	59	7	41	0	0	343	24	0	59	41	0	343	18	1	56	36	8	343
D. I rarely read at home.	10	0	0	5	71	2	29	0	0	346	10	0	71	29	0	346	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	1	5	12	63	5	26	1	5	345	26	5	63	26	5	345	29	1	56	36	7	343
B. six to ten pages	25	0	0	15	83	3	17	0	0	346	25	0	83	17	0	346	21	2	62	31	5	344
C. eleven or more pages	49	4	11	20	57	9	26	2	6	348	49	11	57	26	6	348	50	3	68	25	5	346
Optional school/SAU question																						
A.	75	0	0	0	0	3	100	0	0	338	75	0	0	100	0	338						
B.	0										0											
C.	25	0	0	0	0	0	0	1	100	326	25	0	0	0	100	326						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Ellsworth School Department
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	5	7	5	7	1985	14
	2007-2008	10	17	10	17	2277	17
	2008-2009	26	36	26	36	2328	17
	Cum. Total*	41	21	41	21	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	37	54	36	54	6990	51
	2007-2008	30	52	30	52	6764	50
	2008-2009	36	50	36	50	7045	52
	Cum. Total*	103	52	102	52	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	22	32	21	31	3673	27
	2007-2008	17	29	17	29	3504	26
	2008-2009	8	11	8	11	3137	23
	Cum. Total*	47	24	46	23	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	5	7	5	7	1193	9
	2007-2008	1	2	1	2	1044	8
	2008-2009	2	3	2	3	997	7
	Cum. Total*	8	4	8	4	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	36.3	75.6	36.3	75.6	31.5	65.6
A. Number	20	42	14.8	74.0	14.8	74.0	12.8	64.0
B. Data	8	17	6.9	86.3	6.9	86.3	6.1	76.3
C. Geometry	8	17	6.1	76.3	6.1	76.3	5.5	68.8
D. Algebra	12	25	8.5	70.8	8.5	70.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	72	26	36	36	50	8	11	2	3	356	72	36	50	11	3	356	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	1										1						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	70	26	37	34	49	8	11	2	3	356	70	37	49	11	3	356	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	4	67	1	17	337	6	0	17	67	17	337	2204	6	36	36	22	338
No	66	26	39	35	53	4	6	1	2	357	66	39	53	6	2	357	11303	19	55	21	4	350
Current LEP																						
Yes	1										1						412	7	37	35	21	339
No	71	25	35	36	51	8	11	2	3	355	71	35	51	11	3	355	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	25	2	8	16	64	6	24	1	4	348	25	8	64	24	4	348	5727	10	48	31	12	343
No	47	24	51	20	43	2	4	1	2	360	47	51	43	4	2	360	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	72	26	36	36	50	8	11	2	3	356	72	36	50	11	3	356	13501	17	52	23	7	348
Gender																						
Female	35	15	43	17	49	2	6	1	3	357	35	43	49	6	3	357	6568	16	52	24	8	348
Male	37	11	30	19	51	6	16	1	3	355	37	30	51	16	3	355	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	22	1	5	13	59	7	32	1	5	347	22	5	59	32	5	347	2300	4	43	39	14	340
No	50	25	50	23	46	1	2	1	2	359	50	50	46	2	2	359	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	72	26	36	36	50	8	11	2	3	356	72	36	50	11	3	356	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 3
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	350	1	0	100	0	0	350	5	9	38	32	21	340
B. less than one hour	90	26	41	31	49	5	8	1	2	357	90	41	49	8	2	357	80	19	54	22	5	349
C. one to two hours	9	0	0	2	33	3	50	1	17	340	9	0	33	50	17	340	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	13	46	11	39	2	7	2	7	358	39	46	39	7	7	358	40	25	51	17	7	351
B. good	44	11	34	15	47	6	19	0	0	356	44	34	47	19	0	356	45	14	56	24	6	348
C. fair	11	1	13	7	88	0	0	0	0	351	11	13	88	0	0	351	12	7	49	34	10	343
D. poor	6	1	25	3	75	0	0	0	0	351	6	25	75	0	0	351	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	11	35	17	55	2	6	1	3	356	43	35	55	6	3	356	38	23	52	19	5	351
B. They match some of what I have learned.	49	15	43	15	43	5	14	0	0	358	49	43	43	14	0	358	45	16	56	22	6	348
C. They match just a little of what I have learned.	7	0	0	3	60	1	20	1	20	344	7	0	60	20	20	344	12	10	45	33	12	343
D. There is no match.	1	0	0	1	100	0	0	0	0	344	1	0	100	0	0	344	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	1	14	6	86	0	0	0	0	352	10	14	86	0	0	352	17	8	45	34	13	342
B. about the same as my regular schoolwork	64	20	44	22	49	3	7	0	0	358	64	44	49	7	0	358	59	19	55	21	5	350
C. easier than my regular schoolwork	26	5	28	8	44	3	17	2	11	354	26	28	44	17	11	354	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	1	20	2	40	2	40	0	0	352	7	20	40	40	0	352	15	8	41	35	15	341
B. 30–45 minutes	22	7	47	5	33	3	20	0	0	357	22	47	33	20	0	357	29	16	54	23	6	348
C. 45–60 minutes	65	17	39	26	59	0	0	1	2	358	65	39	59	0	2	358	32	21	55	19	5	350
D. more than 60 minutes	6	1	25	1	25	1	25	1	25	347	6	25	25	25	25	347	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	8	2	33	1	17	2	33	1	17	348	8	33	17	33	17	348	6	6	33	39	23	337
B. two or three days a week	31	7	32	12	55	2	9	1	5	356	31	32	55	9	5	356	12	15	55	22	8	348
C. two or three times each month	32	10	43	11	48	2	9	0	0	356	32	43	48	9	0	356	26	20	56	19	5	350
D. never or almost never	29	7	33	12	57	2	10	0	0	357	29	33	57	10	0	357	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	33	6	26	15	65	1	4	1	4	354	33	26	65	4	4	354	37	14	51	27	9	346
B. two or three days a week	14	5	50	3	30	1	10	1	10	357	14	50	30	10	10	357	27	20	55	19	6	350
C. two or three times each month	26	8	44	8	44	2	11	0	0	360	26	44	44	11	0	360	19	22	53	19	6	350
D. never or almost never	27	6	32	10	53	3	16	0	0	354	27	32	53	16	0	354	18	15	51	26	8	347
Optional school/SAU question																						
A.	75	0	0	1	33	2	67	0	0	341	75	0	33	67	0	341						
B.	0										0											
C.	25	0	0	0	0	1	100	0	0	332	25	0	0	100	0	332						
D.	0										0											

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